

FOREWORD

As society advances in technological growth, the need for physical labor to perform work declines. Life styles are altered by the ever-present, efficient machines which replace exercise. Increased television viewing and extensive use of the family automobile are but two illustrations of the myriad ways that energy, power and machines lead to sedentary living.

However, growing interest in physical activities by Americans of all ages evidences recognition of the rewards, health benefits and emotional satisfaction, which come from being an active participant rather than a passive spectator. Physical activity can help to prevent the onset of degenerative disease, improve the overall fitness of the individual, maintain emotional balance, promote a sense of social well-being, enhance cognitive performances, and contributes to positive leisure habits.

This publication has been prepared specifically for physical education teachers as a lesson planning guide. It is a resource to guide local districts and their professional staff with the development and implementation of accountable goals, objectives and experiences in physical education settings. Quality physical education programs can foster student learning experiences and outcomes that enhance wellness and teach the worthy use of leisure time.

ACKNOWLEDGEMENTS:

This document, The South Carolina Physical Education Guidelines, reflects the collaborative efforts of many professionals in the State of South Carolina.

The need for a comprehensive K-12 document which could provide leadership to physical education programs was first suggested by Dan Young, in his role as state physical education consultant. Through the efforts of the Curriculum Section and Mr. Joel Taylor, Director of General Education, the S.C. State Department of Education recognized the need for comprehensive guidelines and with the collaborative efforts of the South Carolina Association of Health, Physical Education, Recreation and Dance some resources were allocated to initiate the project. A State Physical Education Curriculum Advisory Committee was formed. The Advisory Committee constructed the theoretical framework of the document and provided the major writing components of the document. They also have sustained and endured through endless revisions and delays. Each member is to be commended for their extraordinary support to see this document to its completion.

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OVERVIEW OF VOLUME I OF THE SOUTH CAROLINA ELEMENTARY PHYSICAL EDUCATION CURRICULUM GUIDELINES (K-6)

In this document, the content of physical education is divided into four strands: (1) Locomotion (2) Body Management or Educational Gymnastics, (3) Educational Games and Sport Skills, and (4) Educational Dance and Rhythms. The content is developed in a task analysis progression and is presented in the format of a PET (*Program for Effective Teaching*) Model. The format includes three columns: (1) En Route Learnings or task sequence, (2) Hints for teaching to the objective, and (3) Monitoring the learner progress. The content development deals primarily with the acquisition of motor skills. Lessons and objectives are specified at each grade level. Expected competencies in the affective, cognitive and fitness domains are listed at the end of the third and sixth grade motor skill content and are to be integrated into the motor skill competencies. A special section on integrating fitness into the total school, home, and community program is included as well as a sample yearly program and other program materials and ideas.

OVERVIEW OF VOLUME II OF THE SOUTH CAROLINA SECONDARY PHYSICAL EDUCATION CURRICULUM GUIDELINES (7-12)

The content of the physical education curriculum is divided into seven strands in the document for the secondary level: (1) Fitness for Life, (2) Net/Racket Activities, (3) Target Activities, (4) Team Activities, (5) Outdoor Pursuits/Leisure Activities, (6) Individual Activities, and (7) Dance. All content is developed in a task analysis progression and is presented in the format of a PET (*Program for Effective Teaching*) Model. The format includes three columns: (1) En route learnings or task sequence, (2) Hints for teaching to the objective, and (3) Monitoring the learner progress. The content of each strand is focused primarily on the acquisition of motor skills, however, key cognitive competencies have been identified in each of the seven activity strands. The cognitive competencies are to be integrated when each unit is taught. The affective competencies for secondary students in physical education are to be integrated into all content and activity strands whenever possible. They are listed in a separate section of the document. Sample secondary programs are illustrated to emphasize the flexibility of the curriculum to meet the particular needs and preferences of the local district. Districts are encouraged to select representative activities from most of the seven activity strands to be required for the 7th and 8th grade program so that students will continue to develop an adequate movement base. At the high school level, districts are encouraged to design a selective program that addresses the fitness strand for all students as well as encouraging students to select activities from at least four other strands of the total selective physical education program to fulfill their required high school unit in physical education.

THE PURPOSE OF THE PHYSICAL EDUCATION GUIDELINES

Physical education has been a required part of the curriculum in South Carolina since 1924. The contribution of physical education programs to the total development of the student is accepted and valued in our state. The broad goals of physical education which deal with knowledge, skill, attitude and fitness have continued to be taught in physical education programs. Yet, as a nation and as a state it has not been known whether students achieved these goals.

Whereas most other subject area programs in the curriculum have had explicit curriculum objectives clearly specified by the graded textbook and/or local guides, the specific goals of physical education have seldom been delineated. In addition disparities in time allocated to physical education, and disparities in facilities, equipment, and teaching expertise have made any uniform curriculum goals a vision rather than a reality. When all of the variables of time allotment, equipment, facilities, and teaching expertise have been taken into account, the link between physical education curriculum goals and objectives and the measurement of subsequent student achievement for South Carolina students has been an untenable endeavor.

Therefore, the purpose of these State Curriculum Guidelines in Physical Education is to stimulate and facilitate the implementation and improvement of quality physical education programs throughout the State of South Carolina. The establishment of goals, objectives and minimum competencies in physical education can serve as a basis for curriculum design by local school districts and physical education teachers. Accountable goals and minimum competencies provide the basis for improving programs of physical education by enhancing communication between administrators, teachers, students, parents, and community members who can all share a common understanding of what it means to graduate from South Carolina schools as a physically educated person. The guidelines provide leadership to the field of physical education in the following ways:

1. The goals and objectives of the physical education program are stated in order to guide districts in the development of students who are physically educated.
2. The suggested content, scope, and sequence of the recommended physical education program is delineated.
3. Specific (K-6) grade level objectives are recommended in the Elementary Volume and specific activity unit performance objectives (7-12) are suggested in each of the units of the seven secondary activity strands in the Secondary Volume. Specific objectives provide a means of assessing the effectiveness of the program so that districts, teachers, and students are all working toward the same goals.
4. The guidelines provide assistance to teachers in the planning, development and articulation of learning experiences.
5. The recommended guidelines recognize the need for local districts to adapt and modify programs at the local level.

UNDERLYING ASSUMPTIONS IN THE DEVELOPMENT OF THE PHYSICAL EDUCATION GUIDELINES

Several concerns or underlying assumptions guided the development of these Physical Education Guidelines for the Schools in South Carolina. These assumptions guided the framework of the curriculum development process.

1. The goals, performance objectives, and competencies specified in this document are not all inclusive.
2. The goals, performance objectives, and competencies suggested in this document are representative of the critical competencies students should be able to achieve in an effective physical education program.
3. All of the material in the guidelines was selected to foster the integration and articulation of the physical education program throughout the elementary, middle and high school levels.
4. The performance objectives should be accomplished within the constraints of the time and resources typically allotted to physical education within the state. (*Defined Minimum Standard for South Carolina Schools, 1986*)
 - (a) The elementary program (K-6) is allocated seventy-five (75) minutes per week.
 - (b) Grades seven and eight are allocated nine weeks of physical education for 250 minutes per week or the equivalent.
 - (c) The high school student (9-12) is required to take physical education for 250 minutes per week or the equivalent for thirty-six weeks to achieve one (1) credit in the Carnegie Unit System for high school graduation. The student may elect to take an additional one (1) unit of credit in physical education.
5. The guidelines should provide guidance on how to teach the material for those who need it but should not limit the teacher who wishes to develop the performance objectives in other ways.
6. The guidelines at the secondary level should be keyed to and consistent with current state adopted texts.
7. The guidelines should support other state efforts to improve teaching and programs such as PET (*Program for Effective Teaching*) and APT (*Assessment of Performance in Teaching*).
8. The guidelines represent the current state of knowledge on the content of the physical education curriculum and on the teaching-learning process in physical education.

CURRICULUM GUIDE HISTORY

In 1983, the South Carolina Department of Education made a commitment to develop new curriculum guidelines for elementary and secondary physical education. After discussion with physical educators around the state, it was determined that there was a real need to provide a comprehensive curriculum guide for the entire physical education program. Hence, this was the first attempt at developing comprehensive and integrated K-12 guidelines. Previous guidelines had focused separately and independently on either the elementary or secondary level.

A five member steering committee was appointed to design a framework as a basis for developing the guide. The focal point of the framework was a set of comprehensive developmental learning outcomes for grades K-12. The outcomes were developed with the intention that fitness activities and competencies in the affective and cognitive domains would be integrated into and developed simultaneously with the motor skill objectives taught by the teachers.

In 1984, a "contribution committee" of approximately twenty physical educators began drafting the developmental material based on the identified learning outcomes. Material was reviewed by steering committee members and others. Learning outcomes were modified, dropped and added. Additional teachers were asked to read the material and provide feedback with suggestions for clarity and appropriateness. A pilot document was developed and disseminated in the spring of 1987. Through the collaborative efforts of the State Department of Education, district superintendents, school principals, and the State Curriculum Advisory and Steering Committee a two day pilot teacher training session was held. Financial support for the training was also provided by the South Carolina Association for Health, Physical Education, Recreation and Dance.

In the 1987-88 school year, approximately 40 teachers throughout the state began to pilot the material that had been drafted. The pilot process provided valuable feedback which directed revisions for the final draft of the curriculum guide. The editing and revision process occurred in the summer and fall of 1988.

Over 75 physical educators in South Carolina provided their time, energy and expertise in the development of this curriculum guide. Members of the SCAHPERD organization volunteered their continual support whenever the process of curriculum development, writing, typing, editing or energy was running low. While the material in the guide may not be as complete as those who worked on it would like, this product does reflect a commitment to the value of physical education in the total educational process. It also reflects the original intention of the steering committee; a curriculum guide that provides a developmental framework for conducting a comprehensive physical education program for children of South Carolina in grades K-12. Lastly, the production and format of the guide is open-ended and it's comprehensiveness can be expanded as needs arise in South Carolina. The theoretical framework allows space and flexibility to revise sections and reprint sections as knowledge and interest change. It is a flexible guide...for curriculum development is a continual process. The guidelines are a first step; a very important first step.

OVERALL ORGANIZATIONAL FORMAT OF THE PHYSICAL EDUCATION GUIDELINES

The South Carolina Physical Education Guidelines (K-12) are comprised of two volumes. The first volume, Volume I, is referred to as the Elementary Volume and is addressed to the physical education program in grades kindergarten to six (K-6); the second volume contains appropriate content and objectives for the physical education program for grades seven through twelve (7-12) and is referred to as the Secondary Volume. Both volumes have been developed based on a common theoretical framework, philosophy, goals and objectives. Both volumes share the same format for scope and sequence and the use of a developmental task progression to sequence the learning experiences and to monitor the progress toward the objectives. The format of the specific content in each volume follows the South Carolina State Model Program entitled, *Program for Effective Teaching* (P.E.T.).

Common Introductory Section

Both volumes of the K-12 Physical Education Guidelines include a common introductory section. The inclusion of common introductory pages is viewed as essential to each volume since the guidelines could not be easily disseminated in one total volume. The Physical Education program should be viewed as one total program which includes goals and objectives that begin when a student enters school, continues throughout the educational spectrum until graduation, and is then carried over into a lifestyle of participation. The common introductory pages in each volume are as follows:

1. A Paragraph Synopsis of Volume I and Volume II of the Guidelines
2. The Purpose of the Physical Education Guidelines
3. Underlying Assumptions in the Development of the Guidelines
4. Curriculum Guide History
5. Overall Organizational Format of the Physical Education Guidelines
6. A One Page Chart of the Content of Volume I-Elementary Volume
7. A One Page Chart of the Content of Volume II-Secondary Volume
8. Goals of the Physical Education Program
9. The Theoretical Framework of the Physical Education Guidelines
 - (a) The Developmental Games Stages Framework.
 - (b) The B-S-E-R (Body-Space-Effort-Relationship) Movement Framework
 - (c) The Seven Activity Strands
10. The Benefits of the Physical Education Program
11. The Physically Educated Person
12. Notes to the Physical Education Teacher
13. Guidelines for Administration of the Physical Education Program
14. Guidelines for District Implementation and Professional/Staff Development

Volume Specific Sections for Elementary and Secondary Level

Following the common introductory section in each of the volumes is a more specific section describing the additional areas of curriculum decision-making for either the elementary or the secondary program. These areas of concern are:

1. Rationale for the choice of content
2. How the content is organized
3. Sample yearly programs
4. Specific program considerations

Each volume then provides a complete listing of the competencies to be taught in the physical education program for the level of students to which it is addressed. This is followed by a detailed three-column format that shows the specific sequence or task progression for each of the motor competencies specified. These competencies are developed in relation to the organizational framework of the content which was selected to teach the competencies.

Both volumes contain a section which lists the affective, cognitive and fitness competencies that are to be integrated into the curriculum during the teaching of the motor skill objectives. The separation of affective, cognitive and fitness competencies is provided only to stress their importance, since content is never devoid of these domains and meanings. In the Elementary Volume, the affective, cognitive and fitness competencies are specified by level and followed by teaching suggestions. Affective, cognitive and fitness competencies which are suggested to be completed prior to the third grade are listed at the end of the third grade motor skill competencies. Teaching suggestions for the affective, cognitive and fitness competencies which are to be completed prior to the end of the sixth grade are listed after the sixth grade motor skill competencies. In the Secondary Volume the affective and cognitive competencies are listed in separate sections. A three-column format that provides task progression and suggestions is not included since the number and variety of ways that these domains could be integrated into the content is unlimited and quite dependent on the way in which the local district chooses to select activity strand options to provide for student learning outcomes. The fitness competencies for the secondary school are level-specific and those for the seventh and eighth grade program can be integrated into the activity strands as appropriate or taught separately. The fitness competencies for the high school are intended to be achieved during the Fitness for Life unit which is recommended for all high school students.

**PHYSICAL EDUCATION K-6 GUIDELINES
CURRICULUM GUIDE CONTENT OUTLINE
Volume I**

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
<ul style="list-style-type: none"> • Locomotion (L) • Body Management/(BM) Educational Gymnastics • Educational Games (G) <ul style="list-style-type: none"> • Soccer Dribble • Kicking • Tossing/Throwing • Catching • Striking/Body Parts • Striking/Implements • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance 	<ul style="list-style-type: none"> • Locomotion (L) • Body Management/(BM) Educational Gymnastics • Educational Games (G) <ul style="list-style-type: none"> • Soccer Dribble • Kicking • Tossing/Throwing • Catching • Striking/Body Parts • Striking/Implements • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance 	<ul style="list-style-type: none"> • Locomotion (L) • Body Management/(BM) Educational Gymnastics • Educational Games (G) <ul style="list-style-type: none"> • Soccer Dribble • Kicking • Tossing/Throwing • Catching • Striking/Body Parts • Striking/Implements • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance 	<ul style="list-style-type: none"> • Body Management/(BM) Educational Gymnastics • Games and Sports <ul style="list-style-type: none"> • Throwing • Catching • Striking/Body Parts • Striking/Implements • Basketball • Soccer • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance
<hr/> (K-3) AFFECTIVE COMPETENCIES AND LEARNING EXPERIENCES (K-3) COGNITIVE COMPETENCIES AND LEARNING EXPERIENCES (K-3) FITNESS COMPETENCIES AND LEARNING EXPERIENCES <hr/>			

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<ul style="list-style-type: none"> • Body Management (BM) • Games and Sports (G) <ul style="list-style-type: none"> • Throwing • Catching • Striking/Implements • Basketball • Soccer • Volleyball • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance 	<ul style="list-style-type: none"> • Body Management (BM) • Games and Sports (G) <ul style="list-style-type: none"> • Throwing • Paddle Racket Skills • Basketball • Soccer • Volleyball • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance 	<ul style="list-style-type: none"> • Body Management (BM) <ul style="list-style-type: none"> • Olympic Gymnastics • Track & Field • Games and Sports (G) <ul style="list-style-type: none"> • Paddle Racket Skills • Basketball • Soccer • Volleyball • Football • Educational Dance (D) <ul style="list-style-type: none"> • Creative Dance • Folk Dance
<hr/> (4-6) AFFECTIVE COMPETENCIES AND LEARNING EXPERIENCES (4-6) COGNITIVE COMPETENCIES AND LEARNING EXPERIENCES (4-6) FITNESS COMPETENCIES AND LEARNING EXPERIENCES <hr/>		

**PHYSICAL EDUCATION 7-12 GUIDELINES
CURRICULUM GUIDE CONTENT OUTLINE
Volume II**

Secondary (7-12) or (6-12)

It is recommended that districts (or at least feeder schools and the high school) plan the secondary curriculum together in order to provide the most appropriate scope and sequence of activity units. Each activity unit is planned to extend a minimum of fifteen to twenty lessons. It is recommended that all students participate in a **Fitness for Life** unit which extends a minimum of thirty lessons.

***Fitness for Life**

- . Concepts
- . Flexibility Activities
- . Weight Training
- . Aerobic Activities

Net/Racket Activities

- . Badminton
- . Racketball
- . Table Tennis
- . Tennis
- . Volleyball

Target Activities

- . Archery
- . Bowling
- . Golf

Team Activities

- . Basketball
- . Football
- . Soccer
- . Softball
- . Team Handball

Outdoor Pursuits

- . Adventure/Ropes
- . Backpacking
- . Canoeing
- . Orienteering

Individual Activities

- . Gymnastics
- . Self Defense
- . Weight Training
- . Wrestling

Dance

- . Creative/Modern Dance
- . Social-Recreational-Folk Dance and Folk/Square Dance

-
- | | |
|--------|--|
| (7-12) | COGNITIVE COMPETENCIES - Listed at the end of the seven major activity categories. |
| (7-12) | AFFECTIVE COMPETENCIES - To be achieved regardless of the activity category selected. These competencies are common for <u>all</u> students in <u>all</u> activities. |
| (7-12) | FITNESS COMPETENCIES - Included in the Fitness for Life unit. |
-

GOALS OF THE PHYSICAL EDUCATION PROGRAM

EDUCATION IN MOVEMENT

(Motor Skill Development Goals)

To move skillfully demonstrating versatile, effective and efficient movement in basic locomotor, dance, gymnastics, and games movement skill patterns which can be extended and refined to acquire the movement capabilities to participate in the established and emerging games and sports, gymnastics and dance activities of our culture

EDUCATION THROUGH MOVEMENT

(Affective Goals)

To develop responsible social and emotional behaviors and gain the ability to be an independent learner

To develop a positive self esteem

To participate in cooperative group goals and develop an appreciation for individual differences

To experience the meaning, joy and significance of human movement

EDUCATION ABOUT MOVEMENT

(Cognitive Goals)

To acquire and apply the knowledge governing the major concepts which underlie human movement from both the sciences and the humanities

EDUCATION FOR MOVEMENT

(Fitness Goals)

To understand the elements of physical fitness

To improve the personal level of physical fitness

To gain an appreciation for the lifelong value of fitness through participation in physical activities in the school, home, and community

THE THEORETICAL FRAMEWORK FOR THE PHYSICAL EDUCATION GUIDELINES

The framework for the development of the physical education guidelines is focused on movement. Movement is the concept that is central to physical education. It is clearly known that movement can take many forms... from survival to transportation to communication to work to leisure to sport. In the evolution of our American culture we have seen many of the forms that movement has taken to provide significance to human being. Movement for most of us is now dominated by our concerns for health, fitness and wellness, our appearance, our need for social interaction, our need to participate in the significant games and sports of our society, and our needs for challenge and satisfaction which is found in the achievement and/or integration we find in movement.

The theoretical framework used in the conception of movement in these guidelines has been primarily a developmental framework. Throughout the guide the learning experiences are provided in a task progression which is simple to complex. Regardless of the content used to reach the objectives of a confident and skillful mover, the progression is ordered to move from the most simple experiences in body control and management to increasingly more difficult body control in more complex environmental conditions. The sequence for each objective and experience moves appropriately from a more closed environmental practice of skills to an increasingly more open skills environment. Tasks were selected which are developmentally appropriate for the age and grade level of the student.

In Volume I, the Elementary Volume of the Physical Education Guidelines, an additional framework is used to select and sequence the content of the developmental learning experiences. It is the B-S-E-R Framework, an adaptation of the Laban Movement Framework. The B-S-E-R (Body-Space-Effort-Relationships) Framework provides a conceptual handle which allows teachers to help students explore, create, develop, refine, and combine their movement patterns. In this way, the learner can become versatile, effective and efficient in movement. The framework can also help students to cognitively understand and generalize concepts from their movement experiences.

In Volume II, the Secondary Volume of the Physical Education Guidelines, the ancillary framework that is used to organize movement concepts is one of sport or activity areas. These activities are grouped into seven different strands. The seven activity-oriented strands each have some general commonalities by which they are categorized. Although the activities included in each of the seven strands are not truly interchangeable, since each has different rules and other varying situational constraints, they provide students with an opportunity to experience diversity and versatility in their movement capabilities. For this reason it is suggested that students select activities among most of the seven strands during their secondary educational experiences. Of course, the selections and choices for students will vary by districts according to the number and variety of selective activities they are able to provide from each of the seven movement category strands. The seven strands which provide the conceptual base for the Secondary Volume are: (1) Fitness for Life, (2) Net/Racket Activities, (3) Target Activities, (4) Team Activities, (5) Outdoor Pursuits and Leisure/Recreation, (6) Individual Activities, and (7) Dance.

DEVELOPMENTAL GAMES STAGES FRAMEWORK
(Rink, 1985)

STAGE I ABILITY TO CONTROL AN OBJECT

Development proceeds from stationary to moving objects and from stationary to moving receivers.

- . Direct object to a desired location using the appropriate trajectory and force level (sending).
- . Obtain possession of an object coming from different levels, speeds, and directions (receiving).
- . Maintain possession of an object traveling in different ways and at different speeds (maintaining possession).

STAGE II ABILITY TO CONTROL AN OBJECT IN COMPLEX CONDITIONS IN COOPERATIVE RELATIONSHIP WITH OTHERS AND IN COMBINATIONS OF SKILLS.

Development proceeds from simple to more complex combinations of skills and relationships with others.

- . Relate to more than one other person in cooperative ways.
- . Attention to restrictions on the way in which skills can be performed
- . Combining several skills alone (dribbling and passing a basketball) or with others (bump and set).

STAGE III ABILITY TO USE SKILLS IN SIMPLE OFFENSIVE AND DEFENSIVE RELATIONSHIPS WITH OTHERS.

Development proceeds from simple one-on one relationships to added number of offensive and defensive players, boundaries, number of skills included, rules, etc.

- . Ways to obtain objects from others or defensively stop the progress of offensive players (keep away oriented games).
- . Ways to offensively maintain possession of objects alone and in combination with others.
- . Ways to defend space (net activities as well as keep away oriented games).
- . Ways to place objects offensively in defensive territory (net activities).
- . Cooperating within team performance combining skills to outscore similar groups in continuous scoring without direct interaction (parallel competition)

STAGE IV ABILITY TO RELATE TO OTHERS OFFENSIVELY AND DEFENSIVELY IN COMPLEX ENVIRONMENTS (NUMBER OF PLAYERS, RULES, NUMBER OF SKILLS USED, ETC.)

Development proceeds from generalized offensive and defensive positions to specialized roles.

Gradual addition of complex procedures, technical rules, full-size playing areas and number of players.

- . Game complexity includes differentiated offensive roles and differentiated defensive roles where appropriate.
- . Game procedures are complex (out of bounds rules, procedures for rule infractions, technical restrictions on the use of skills).

B-S-E-R MOVEMENT FRAMEWORK

BODY (What the body does)

Actions of the body

Curl
Bend
Twist
Swing

Actions of Body Parts

Support Body Weight
Lead Action
Receive Weight/force
Apply Force

Activities of the Body

Locomotor
Nonlocomotor
Manipulative

Body Shapes

Straight
Wide
Round
Twisted
Symmetry-Asymmetry

SPACE (Where the body moves)

Areas

General
Personal

Directions

Forward
Backward
Sideward
Upward
Downward

Levels

Low
Medium
High

Pathways

Straight
Curved
Zigzag
Twisted

Planes

Wheel-Sagittal
Door-Frontal
Table-Horizontal

Extensions

Large
Small

EFFORT (How the body performs the movement)

Time

Fast-Accelerating-Sudden
Slow-Decelerating-Sustained

Force (Weight)

Firm-Strong
Fine-Light

Space

Direct-Straight
Indirect-Flexible

Flow

Bound-Stoppable-Jerky
Free-Ongoing-Smooth

RELATIONSHIPS (Relationships that occur in movement)

Body Parts

Above-Below
Apart-Together
Behind-In Front of
Meeting-Parting
Near-Far
Over-Under

Individuals & Groups

Mirroring-Matching
Contrasting
Successive-Alternating
Questioning-Answering
Acting-Reacting
Following-Copying
Lifting-Being Lifted
Supporting-Being Supported

Apparatus & Equipment

Over-Under
Near-Far
Above-Below-Alongside
Behind-In front of
Arriving on-Dismounting

Other Types

Goals & Boundaries
Music & Sounds
Poems & Stories & Words
Beats & Patterns
Art & Artifacts

THE SECONDARY PHYSIC/ EDUCATION ACTIVITY STRANDS VARIETY AND CHALLENGE

The conceptual basis for the physical education program of the secondary school lies in the exploration, refinement and extension of basic movement skills into a variety of activity strands. These activity strands comprise the prevalent cultural patterns of movement in our society. Students who have a successful and positive experience with a variety of activities will engage in a lifetime of active participation.

The opportunity to develop performance skills in each of the activity strands during the secondary years can provide a basis for a student to assess his or her natural abilities, to find a strand or category of activities which provide challenge, or joy, or leisure and social recreation. Each person participates in movement activities for a variety of reasons: (1) health - *feeling good*, (2) appearance - *looking good*, (3) achievement - *doing better*, (4) social - *getting along*, (5) aesthetic - *turning on/joy & communicating*, and (6) coping - *surviving/stress*. Some of the motives for movement are extrinsic and some are intrinsic. The variety of reasons for student participation in physical activity requires that effective programs provide for exploration and participation in each of the seven activity strands to allow for an understanding and feeling for the differences in the cognitive, affective and motor qualities derived in each activity strand. In this way, students can then enter their high school years ready to select and refine the activities which match their needs, motives and abilities. This individualization makes the program more personalized and more likely to succeed in the goal of creating physically educated persons who are lifetime participants.

FITNESS FOR LIFE:

**Concepts
Flexibility Activities
Weight Training
Aerobic Activities**

TEAM ACTIVITIES:

**Basketball
Football
Soccer
Softball
Team Handball**

INDIVIDUAL ACTIVITIES:

**Gymnastics
Self Defense
Weight Training
Wrestling**

NET/RACKET ACTIVITIES:

**Badminton
Racketball
Table Tennis
Tennis
Volleyball**

OUTDOOR PURSUITS & LEISURE

**Adventure/Ropes
Backpacking
Canoeing
Orienteering**

TARGET ACTIVITIES:

**Archery
Bowling
Golf**

DANCE:

**Creative/Modern Dance
Social-Recreational-Folk/Square Dance**

THE BENEFITS OF THE PHYSICAL EDUCATION PROGRAM

The physical education program is an integral part of the total educational process which strives to develop the physical, mental, social, and emotional capabilities of each student. Physical education, properly conceived and conducted, is a unique facet of general education concerned with the total growth, development and fitness of the individual student.

Physical education is both education in movement as well as education about movement, through movement and for movement. It is a means and a medium for optimal growth and development; it provides skillfulness, fitness, and the acquisition of knowledges and attitudes about physical activity and health-related concepts which are integral to maximizing the joy and quality of living. More people have more leisure time today than ever before; physical education provides guidance to individuals about how to fulfill universally recognized mental, emotional and social needs in a constructive way. Physical education shares with other subject areas the goal of promoting the development of intelligent, effective citizens, who can play a positive and contributing role in society while developing a personally meaningful and fulfilling lifestyle.

Physical Benefits of Physical Education and Physical Activity

Recent research has shown that degenerative diseases often begin in early childhood. There is increasing evidence of children with high blood cholesterol, high blood pressure, obesity and other conditions associated with heart disease, stroke and other disorders (Kaercher 1981). Available research overwhelmingly suggests that regular physical activity, begun in childhood, may help prevent the onset of such degenerative diseases. The importance of physical activity in meeting the young child's physical growth and fitness needs is well-documented (Hansen, 1974). Physical activity increases fitness, improves muscle tone, aids respiration and circulation, benefits digestion, promotes rehabilitation after illness and surgery, and stimulates optimal growth and motor development. Exercise is also a valuable adjunct to dietary control and aids the prevention and treatment of obesity through its positive effects on energy expenditure and energy balance (Fentem and Bassey, 1982). Studies clearly indicate that children in free play settings do not engage in physical activity that is vigorous enough to produce these physical and health-related benefits (Reiff, 1977). Furthermore, children and adolescents who are physically active tend to become active adults, adults who are twice as active as those who have had limited exposure to, or participation in, physical activity in childhood. Last but not least, children who are physically active tend to have better health and miss fewer days of school. These physical benefits of physical activity are sufficient reason for supporting sound physical education programs.

Psychosocial Benefits of Physical Activity and Physical Education

Physical activity enhances an individual's development both socially and psychologically. Studies have shown that physical activity can reduce levels of anxiety and depression (Sachs, 1982). Layman (1972) provides evidence that poor physical condition predisposes individuals to poor mental health. Physical activity contributes to a general feeling of well-being, and it can be an avenue for constructive expression of emotions and feelings (Hanson, 1974). Youngsters and adolescents who are physically fit and are reasonably successful in performing a variety of motor skills tend to have more positive self-images, greater confidence, more enthusiasm and self-satisfaction than those who are not. Successful performance of physical skills also enhances a youngster's status among peers; the status of the elementary school child in particular is dependent to a great extent upon his/her motor skill performance and success in game situations (Espenschade, 1960). In addition, the child's realization of personal and social effectiveness tends to rely heavily on guidance from the physical education experience; successful performance of motor skills can enhance the child's social interaction with his/her peers, help the individual adopt desirable modes of behavior, and improve interpersonal relationships.

Mental/Cognitive Benefits of Physical Activity and Physical Education

Available research evidence supports the notion that important mental and/or cognitive benefits can be derived from regular participation in physical activity. The most convincing evidence comes from a study that was conducted in an elementary school in Vanves, France (Bailey, 1976). The school day was divided in such a way that four hours were devoted to study of academic subjects and one to two hours to physical education and other activities for an experimental group of students. Control students followed the regular academic schedule. Results indicated that not only were health, fitness, discipline, and enthusiasm superior in children of the experimental program, but academic performances of these children also surpassed those of children in the control groups. Similar studies in Belgium and Japan, with comparable results, leave little doubt that substantial participation in physical education and play can contribute to successful cognitive performance in children and youth (Carlson, 1982). Piaget (1960) has also provided clear, logical evidence that physical activity in the form of sensory motor experiences makes important contributions to the development of the early foundational skills which are prerequisite to optimal learning and cognitive functioning later in development. In addition, regular participation in physical activity helps to retard the common declines that occur with age in memory processes, reaction time and other decision-making operations.

Physical Activity and Physical Education Affect the Development of Wholesome Recreation Habits in Children.

That wise use of leisure time is important to all individuals is universally recognized (The Seven Cardinal Principles of Secondary Education, National Education Association 1918). Appropriate use of leisure time requires that the individual have reasonably well developed motor or neuromuscular skills and a positive attitude toward exercise and active participation. Seefeldt (1977) has suggested that motor skills learned and refined in physical education may be the stimulus for increased activity during leisure time. Several studies have shown that physical education programs which involve vigorous physical activity encourage participants to use leisure time more actively and effectively. Thus, participation in physical activity through physical education can play a major role in promoting an active and healthy lifestyle of high quality.

Conclusions

The evidence is clear that physical activity and physical education in the young child's school curriculum can and does foster important physical, psychological, cognitive, and social benefits. Physical activity can help to prevent the onset of degenerative diseases, improve the overall fitness of the individual, help maintain emotional balance, promote a sense of social well-being, contribute to cognitive performances, and enhance positive leisure habits.

***This material has been adapted from *Physical Education: A unique facet of public school education*. South Carolina Journal of Health, Physical Education, Recreation and Dance. May, 1986, Vol. 18, No. 2. It is the position paper of the South Carolina Association of Health, Physical Education, Recreation and Dance.**

THE PHYSICALLY EDUCATED PERSON

The physically educated person who graduates from South Carolina schools will be an individual who, within personal, physiological, psychological and experiential limits:

- ...demonstrates versatile, effective and efficient fundamental movement patterns
- ...extends and refines movement patterns to demonstrate skillful movement in the significant games and sports, gymnastics and dance activities of the culture
- ...understands and appreciates the lifelong value of fitness and develops, improves, attains and maintains a high level of wellness and physical fitness through a lifestyle of continuous participation
- ...shows ease and self confidence in movement skills
- ...utilizes movement and physical activity as a satisfying means of social interaction, communication, expression, and worthy use of leisure
- ...acquires and applies the knowledge about human movement and sport from the sciences and humanities
- ...understands and appreciates the cultural significance of movement and sport in society from the perspectives of both participant and spectator
- ...portrays a positive self esteem gained from experiencing the meaning, joy and significance of movement as an integration of one's total being

NOTES TO THE TEACHER

"Obstacles are those frightful things you see when you take your eyes off the goal".....Hanna More

Life can be viewed as an obstacle course. Obstacle courses and life, including teaching can also be perceived as worthwhile, even exhilarating and challenging, particularly if approached with a positive "can-do" attitude, adequate preparation and assistance, and realistic expectations for gradual progress and improvement. We overcome obstacles regularly in our professional and personal lives. Your approach to implementing these curriculum guidelines will be critical to your success and persistence. Some of the ideas inherent will require little change for many of you. The State Physical Education Advisory Committee and the pilot teachers invite you to consider the use of these guidelines for program improvement. The effective teaching model was the format chosen to structure this planning guide. Teaching is decision making. These guidelines require key decision making by you, the teacher. They provide objectives and some structure, but leave ample room for individualization by the teacher to meet student needs and local program conditions.

1. Take time to read the introductory material for an understanding of the overall K-12 curriculum and the rationale for effective teaching of a quality physical education program.
2. Glance through the objectives and content of the areas or grade levels that you will be teaching in the coming year.
3. Withhold judgement and reflect on the content and your own professional skills and comfort with the content. Try not to be too concerned if something you treasure is not listed, if it is truly enhancing student learning outcomes, then you can develop it in a way that is consistent with these curricular guidelines. These guidelines are the "best judgement" of many professionals in our state. Only you, the teacher, can modify and adapt them to meet your student needs and program priorities.
4. Whenever you can, take the opportunity to learn, teach and work with these guidelines. It could mean workshops, graduate courses, recertification courses, district inservices, the SCAHPERD state convention, informal sharing sessions or video viewing of lessons derived from the guidelines. There are many alternative ways to personal growth and professional improvement.
5. Most teachers experience some dissonance or discomfort when making changes in their classes. Some of you will want to have a partner/colleague for support or conversation. Others will want to plow through alone. We recommend that districts have teachers teach the material to each other to gain familiarity with the contents of the guidelines and to gain input and ideas from other good teachers.
6. When you choose to begin implementing these guidelines, start with only one grade level, or one unit, and begin with one good class to work through the details in a way that is meaningful to you. This will allow you to make modifications and refinements to reach the objectives with other classes. Just take one hurdle at a time. Phasing in

changes gradually will make the implementation process less difficult. Good planning and lesson self-evaluation will always be necessary.

7. Any complete set of guidelines with scope, sequence, and grade level/ unit objectives will take years to implement. Sequence is always dependent on the previous year's objectives and experiences. Initially, for example, you may need to use the third grade materials with higher grade levels. One of the most difficult problems is to begin where the students are--where you can find success. This requires careful and thoughtful preassessment in order to begin using the curricular recommendations which match the student's developmental learning level.
8. Commitment comes from the heart. Each teacher will design a strategy to complete the obstacle course. Try not to rationalize, why you cannot begin, or overly scapegoat obstacles such as facilities, equipment, poor management, unwilling students, and lack of support. These obstacles may always exist, yet we do something regardless of the constraints. There is almost certainly something in these guidelines that can help you to have a more effective program and teaching experience. Do not dwell on the impossible, choose something you can do and be positive. We can make a difference in the lives of students, and we already do so everyday.
9. Lastly, what is true for students is also true for you. Begin where you are. If you continually work at improving, you will become more effective. We hope these guidelines will help you to meet your goals and improve the physical education programs in South Carolina schools.

GUIDELINES FOR THE ADMINISTRATION OF THE PHYSICAL EDUCATION PROGRAM

The success of physical education in meeting the needs of those it serves is determined to a large degree by its organization and administration. The teacher of physical education, the principal, and the superintendent have the cooperative responsibility for making adequate provisions for a comprehensive and continuous program. Band, chorus, driver education, baton twirling, athletics, marching drill units, or random electives should not be substituted for physical education.

The principal and/or the superintendent may help provide for a successful physical education program by:

1. Developing understanding of the physical education program's purposes, scope, and content.
2. Cooperating with the teachers of physical education in formulating policies for the entire physical education program, including intra- and inter-school athletics.
3. Assisting physical education teachers in planning and conducting the program.
4. Scheduling physical education classes so as to group students by grade and reasonable class size to facilitate instruction.
5. Providing certified teachers of physical education.
6. Encouraging the teachers to evaluate their programs in a manner consistent with general school policies and practices.
7. Providing adequate facilities, equipment, and supplies for a well-balanced program.
8. Consulting and assisting physical education teachers in preparing a budget adequate to provide sufficient material resources for conducting a broad and varied program.
9. Helping to interpret physical education to school trustees, parents, and the community in general.

DEFINED MINIMUM PROGRAM FOR SOUTH CAROLINA SCHOOL DISTRICTS IN PHYSICAL EDUCATION

Time Allocations: Each school in the State of South Carolina shall provide a program of physical education for students according to the following mandated time requirements in the Defined Minimal Program for South Carolina Schools, 1986.

Grades	Minutes Weekly	Weeks Annually
1-6	75	36*
7-8	250	9*
9-12		
Alternate-day program for full year	90 days	1/2 unit
Semester Program	90 days	1/2 unit
Yearly Program	180 days	1 unit

A high school program of physical education must be available in Grades 9-12. One unit is required for graduation with two units permitted as part of the 20 units required for a State High School Diploma.

*** Signifies that the equivalent yearly time allocations are acceptable.**

Other Standards effecting the physical education program are as follows:

- (1) Each teacher teaching a majority of the school day in areas such as art, music, and physical education shall be certified in the area of specialization.
- (2) In the secondary school program (7-12) a maximum of 40 students per period with a total teaching load of 240 students daily is permitted for physical education teachers.
- (3) A student must attend class a minimum number of days each instructional period before he can receive consideration for credit. This rule will not apply to cases of extended or chronic illnesses that are certified by a physician, and absences due to emergency conditions that are approved by the principal as excusable. State Board of Education Regulation, (R43-274) Student Attendance: Lawful and Unlawful Attendance.
- (4) Playgrounds, physical education and play equipment shall be adequately maintained and safe.
- (5) Students physically or mentally unable to take the physical education course provided for the regular school student shall take a suitably modified course in physical education or a subject in another area if the subject is approved by the Chief Supervisor, Accreditation in lieu of physical education.

LEGAL RESPONSIBILITY

The legal responsibility for providing suitable programs of physical education, including facilities, equipment, and teachers is that of the local Board of Trustees in each school district. The South Carolina law establishing the requirement for physical education was passed in 1924. Section 59-29-80, South Carolina Code of Laws, 1976, as amended reads:

"59-29-80. Courses in physical education; ROTC programs.."

"There shall be established and provided in all the public schools of this State physical education training and instruction of pupils of both sexes, and every pupil attending any such school, insofar as he is physically fit and able to do so, shall take the course or courses therein as provided by this section. Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the course or courses prescribed for normal pupils. Provided, however, that in any public school which offers a Military or Naval ROTC Program sponsored by one of the military services of the United States, training in such a program may be deemed equivalent to physical education instruction, and may be accepted in lieu of such instruction for all purposes, academic or non-academic, as may hereinafter be provided."

The implementation of this law is the responsibility of the State Board of Education which sets up requirements for schools through adopted standards.

FACILITIES, EQUIPMENT AND SUPPLIES

Physical education facilities should be planned to serve adequately for physical education classes, intramurals, interscholastic athletics and after school and community recreation. The gymnasium, shower and locker rooms, storage rooms, exercise room, and instructors' offices should be large enough to accommodate the total program. Varsity teams should have separate facilities to avoid overcrowded conditions.

The outdoor area should be developed for maximum use. Proper grading, drainage, and turfing are important for suitable teaching stations that involve a variety of activities. A multi-purpose, hard-surfaced area with at least one flat wall is a valuable asset for class instruction in tennis, basketball, volleyball, paddle tennis, bowling, and shuffleboard, etc. The physical education program of activities will be no stronger than the amount and kind of equipment and supplies. Adequate equipment and supplies are necessary for a quality program.

The local board of trustees is responsible for financing the physical education program. An annual budget of physical education equipment and supplies should be a part of every school appropriation. Planning the purchase of equipment and supplies can be systematically organized to prevent excessive needs in any given year.

Program:

The diversity and scope of the physical education program is dependent on a variety of factors including: (a) time allocations chosen by the district, (b) scheduling, (c) facilities, (d) equipment and supplies and (e) teaching expertise. If the physical education program is valued by the district, all students will be provided an opportunity to develop motor skills, increase fitness and become lifelong participants in movement. The ideal program should provide physical education daily for a standard class period. Where facilities, personnel, and commitment is too limited to meet this ideal then the

minimum program shall be scheduled in accordance with the Defined Minimum Program for Schools of South Carolina, 1986. A program intended for the benefit of all students should not be superceded by the athletic program. The interscholastic athletic program provides a valuable contribution total school setting athletes and to the athletes, but does not contribute to the lifetime activity patterns for all students. The instructional program must be the foundational block from which all other physical activity programs and athletic participation evolves.

Equipment:

Throughout the expository part of these documents it is explicitly written that recommended equipment should be minimally one piece of equipment (ball/bean bag) per every two students. Equipment in physical education is equivalent to a textbook in other subjects. Sufficient time-on-task to develop motor skills is essential in order for a student to achieve the learning outcomes. Over the years, the goals of physical education have changed, socialization and the play break (catharsis) between rigorous academics, is no longer seen as a valid reason for physical education. The establishment of specific motor skill, affective, cognitive and fitness objectives should provide an environment in which students can be successful and where learning and enjoyment can occur simultaneously.

HEALTH APPRAISAL

Each school district is encouraged to adopt a policy of physical examinations of each student prior to participation in physical education programs. This appraisal should include identifying pupils with correctable orthopedic and other health problems and subsequent referral to medical authorities; posture check, including foot examinations; height and weight measurements; and other items of appropriate health appraisal. Resources from the home, supplemented by available school and community services, should be a part of the program. The family physician and dentist should be consulted for periodic examinations and correction of any disabilities when possible.

HEALTH RELATED FITNESS ASSESSMENTS

Each school district is encouraged to adopt a policy wherein all students receive health related fitness assessments. The policy should not overburden either teacher or district recordkeeping, yet should insure that students and their parents receive current data on student fitness. An adequate policy would provide fitness assessments in grades 1,3,5,7 and 9. Districts are encouraged to administer health related fitness assessments at least four times during the school years (K-12) of each student.

Accurate assessment takes innumerable class periods and often valuable learning time. Assessment results, however, can provide accurate data for improving fitness programs in the school, home and community, and can also provide data to support intervention programs for needy students. Assessments may provide motivation for students and their families and thereby encourage the development of healthy lifestyle patterns that insure fitness. Results of health related fitness assessments should be shared with the parents and the community. These results will help to insure that citizens know what fitness is and value its inclusion in the school program. Districts are encouraged to develop a cumulative fitness record for each student.

Procedures should be identified to reduce the time requirements of accurate assessments, whether this means the involvement of volunteer PTA parents, school nurses, physical education student leaders, or classroom teachers, it should be provided. Many of the newer health related fitness assessment programs are criterion referenced, computerized, and provide individualized incentive and monitoring programs.

PROVIDING FOR INDIVIDUAL DIFFERENCES

The teacher of physical education should plan and conduct a program that will benefit every student. This means under-developed, unskilled and exceptional students, as well as the skilled and healthy, will be provided an opportunity to participate in activities best suited to their abilities.

Several federal regulations impact on school programs, and specifically on physical education programs. Under Public Law 94-142 all children who are identified as handicapped children must be provided a suitable individual education plan (IEP) which includes a physical education component. Under the Title IX Act of 1976, all students shall be provided physical education classes which are not segregated by sex. Exceptions to this provision are allowed during the portion of the lesson when contact sports may be involved.

Within the scope of this document individual differences are provided in the elementary program by the content selection, the developmental game stages framework and the teaching methodology of more open-ended tasks. Problem solving which provides for differences in motor skill development also fosters creativity and individualization. At the secondary level, a base line program is provided at the seventh and eighth grade level. The actual program design or choices of activity strands to offer at the seventh and eighth grade level is given to local district. Each district is encouraged to provide diversity and to insure that students receive instruction in most of the activity strands.

In the high school program individual differences should be accommodated through the selective choices of students within the required one unit of credit. Each quarter a variety of options should be available to students. These options will, of course be delimited by the number of required sections of physical education classes offered each class period, the equipment, facilities and teaching expertise. Options can be provided either by computer pre-registration or sign-ups in within class blocks.

TEACHER LOAD AND CLASS SIZE

The number of instructional periods for physical education teachers should be consistent with the teacher load of other academic subject matter teachers.

For best results it is recommended that 40 students be considered as maximum, and 10 students as minimum for physical education classes. The physical education class should be made up of not more than two consecutive grades at any one period. Physical education is ideally scheduled by grades as in other subject matter areas.

TEACHER RESPONSIBILITIES AND COMPETENCIES

The physical education teacher should possess the same qualifications as other members of the faculty and accept the same duties and responsibilities. Success in teaching should be measured in terms of the attainment of the goals of the physical education program and the program's effect on student outcomes

The physical education teacher is a professional who continually strives to improve the physical education program. To develop excellence in the program the teacher should demonstrate commitment to the profession of physical education by membership and participation in state, regional and national professional organizations. A professional is one who is current on the recent changes in the profession and one who seeks to provide quality programs for students. Professional membership includes the entire general education and teaching fields as well as in the specialized area of physical education or coaching expertise.

All teachers are required to update their content knowledge and/or general pedagogical skills in order to retain their teaching certificate in South Carolina. These requirements should encourage professionals to seek the best opportunities possible to improve their teaching expertise.

Administrative Responsibilities, Class Records and Organization

Administrative activities include locker assignments, height and weight checks, scoliosis screening, mid-term and final exams; duties may also include general motor ability tests, physical fitness assessments, and the assessment of program objectives. Uniform, accurate, and neat records must be kept by physical education teachers.

It is the responsibility of the teacher to make the most efficient use of class time. Efficient time management skills should result in adequate time-on-task. Task is strongly encouraged for all students in each lesson. For most lessons the objective of 15 minutes of vigorous activity to allow for the improvement of physical fitness.

It is recommended that all student be appropriately dressed for activity in the elementary school and at the secondary level students should change to appropriate apparel for activity periods and take showers following vigorous activity. Schools should provide towel service to insure good health habits.

Physical education personnel are responsible for the inventory, informing the administration of needs, preparation of the budget with the approval of the principal, utilizing resources to the fullest extent for student participation, careful use and storage of equipment and supplies, and the safe, healthful condition of facilities.

Safety and Liability

The teacher is legally responsible for the safety of students. Safety should be a major consideration in all program planning. Teachers should plan and execute lessons which insure the safety of participants. For their own protection it is recommended that all professionals be adequately protected by a personal liability insurance policy.

If the teacher has exercised ordinary care and supervision in the management of students, a lawsuit is not likely to occur. However, a teacher's negligence which results in injury to a student may make that teacher liable. It is extremely important that the teacher exercise proper supervision, especially in physical education.

It is advisable to schedule students by grade level during certain activities. The teacher can best serve individual needs when proper classification of students has been completed. Methods of classifying students are medical examinations, physical fitness tests, sport skill test, and classification indices of general motor ability.

Excuses

Physical educators and school administrators should work closely with local doctors to establish guidelines that will control indiscriminate granting of excuses requested by parents. The school is encouraged to have a printed form for the physician that will indicate what activities students can or cannot participate in safely according to their condition.

Students should not be excused from physical education for other school activities. Teachers should exercise caution and good judgment in handling temporary excuses, consistent with school policy. Fewer requests for excuses will be received when parents, family physicians, and the general public understand the values derived from participation in a good program.

Grading

A grading system comparable to that used by the school in other subjects should be used in grading physical education students. Students should be assessed on their achievement of the specific objectives. Grades on student achievement in physical education should receive the same consideration as all other subjects in the curriculum when figuring student averages.

The physical education teacher may see students fewer times per week and may have more students to assess than other teachers, therefore provisions for recording should be as reasonable as possible. Each teacher should make every effort to insure that both students and their parents understand the assessment procedure in physical education classes, whenever possible teachers should indicate the specific objectives of a particular unit. This procedure helps to insure the best communication of the goals of physical education to students, parents and the community.

Program Evaluation

The physical education teacher is responsible for program evaluation so that improvements and changes can be made. A program evaluation will include many of the following elements: philosophy, organization and administration of the program including policies, class management, instruction and teaching competence, curriculum offerings and outcomes (including specific student outcomes in relation to the assessed needs), facilities and equipment, and grading and evaluation. Ongoing data collection will allow the teacher to indicate areas of strength and weakness and make program adjustments in accordance with the goals of a quality physical education program.

GUIDELINES TO DISTRICT IMPLEMENTATION AND PROFESSIONAL/STAFF DEVELOPMENT

Realistic and effective implementation of the South Carolina K-12 Physical Education Guidelines is and will be similar to the concerns encountered in the writing and development of these guidelines. At least four factors were essential to the development of the guidelines, and the same factors will be crucial to successful implementation. These factors are: (a) collaborative efforts of all school administrators, principals, physical education teachers and other state agencies and organizations (b) district commitment to continuous professional/staff development (c) sufficient time and resources for implementation of the guidelines (d) practioner piloting, adaptation and refinement of the guidelines to match district needs.

Collaborative Efforts

The development of new guidelines and performance objectives provides a baseline for communication among administrators, teachers, students and parents. Like the common language of the *Program for Effective Teaching* the development of guidelines insures that school professionals, students and community members all share a common vision of the outcomes of an effective instructional program in physical education.

A shared vision and understanding of the guidelines and enabling factors which lead to quality programs can insure cooperative efforts to make that vision a reality. Collaborative efforts can include provisions for professional development, release time, financial, equipment and personnel resources, scheduling trade-offs, district policies, and cooperative agreements with teacher preparation programs in the colleges and universities of our state.

Any major change in any subject area requires collaborative efforts and communication. It is a rare and exceptional teacher in physical education who has the knowledge, persistence and internal locus of control to take these materials and read them for their assistance as a planning guide and then plan and teach them without any assistance or support. It is also a rare administrator who truly understands what teaching to objectives might look like in the complex physical education setting. These guidelines were developed to assist in this mutual understanding and appreciation of effective instruction in the physical education environment, and thus to encourage collaborative efforts. Although the change to specific learning outcomes may not seem to be of great magnitude, it will take the substantial efforts of all to create the change and to provide the necessary components that will allow change to happen over time.

One example of collaboration efforts which facilitated change in physical education programs and personnel was provided in the 1987-88 school year during the pilot teacher project. Members of the South Carolina Association of Health, Physical Education, Recreation and Dance (SCAHPERD) volunteered to pilot units or sections of the draft physical education guidelines. A random selection of those volunteers provided a list of potential pilot teacher candidates. Superintendents and principals at respective schools of the pilot teachers were called and asked to support the project and to provide release time and travel expenses for the teachers to attend a pilot teacher training session and specific SCAHPERD convention sessions. The SCAHPERD professional organization provided facilities and finances for food and lodging for the pilot teachers. Members of

the teacher education faculty of professional preparation in physical education, members of the State Physical Education Advisory Committee and interested teachers provided the training sessions for the pilot teachers. The South Carolina State Department of Education planned and coordinated the conference, supplied the written materials and the follow-up with pilot teachers. The pilot teachers themselves each were responsible for working out the lesson plans and testing the objectives and submitting evaluations of the materials. The whole pilot teacher project was a mammoth collaborative effort in itself. This model of collaborative efforts and "working together" can provide a vision and direction for local districts to emulate.

Collaborative efforts and commitment to the long range goal of implementation of the physical education guidelines will improve the quality of physical education programs throughout our state. Effective district implementation will result from long range goal setting, exploring alternative patterns of implementation, establishing a realistic time frame for training and implementation, and insuring collaborative efforts and resources. Implementation should match district needs to an envisioned and effective physical education program and subsequent student outcomes.

District Commitment to (Training) Professional Staff Development

Leadership, direction, resources and support are critical to effective implementation. There are no easy solutions to implementation of the new physical education guidelines. Districts cannot assume that any one model will work in their setting. A major factor to consider is the realization that implementation is a very slow process. Planning a five-year tentative and interim implementation model is probably a realistic beginning given the constraints of the schooling setting, the complexity of any change process, and the current status of the physical education program and some teachers.

Let us not ponder on the reasons why the implementation process will require both commitment and sufficient time, but rather look to the positive forces effecting any change. There is no one training model that assures results, however, several procedures for professional/staff development and implementation of the new guidelines seem more likely to honor some of the situational constraints that have created barriers to change in previous efforts at program improvement.

(1) A district or several districts might provide an onsite graduate regional studies program for physical education teachers. This process provides (a) baseline knowledge, (b) collegial support of peer-to-peer teaching of materials, (c) provides accountability (3 credits) and, (d) shows district commitment and financial support to the process of change.

(2) State, regional or local recertification courses may be provided by the state, or developed at the local level or in conjunction with the state physical education professional organization of SCAHPERD. A list of qualified trainers in the guideline will be forthcoming as soon as a sufficient number of professionals have been trained.

(3) Pilot districts in several regionals of the state will receive extensive help in implementing the guidelines. These regional pilot sites will become model schools for the rest of the state. Later, these pilot districts or model schools may serve as lead partners to other districts in their region. These districts could then share their knowledge by training other teachers, and they could also share their insights about the enabling and restraining forces that can occur in district implementation. This model of implementation will not be available immediately.

(4) Individual teachers can be trained to use the guidelines and then be employed by their districts to insure that teachers receive the kind of practical experiences they will need to implement the guidelines in their schools. This model is akin to the *Program for Effective Teaching (PET)* model. This model assumes that individual advocates can share with others in their districts, and are leaders.

(5) A district coordinator or physical education teacher could be appointed to serve as a facilitator for other teachers and all teachers could learn how to teach using the planning guide and by teaching the content to each other.

(6) Inservice days could be used to have teachers study and teach the guidelines to each other insuring that all teachers are responsible for leading other teachers and receiving feedback from the group until the teachers feel comfortable with the content. An outside consultant could be invited to teach a lesson from the guide and then to watch and help other teachers teach using the planning guidelines.

The South Carolina Department of Education and the South Carolina Association of Health, Physical Education, Recreation and Dance, and our state colleges and universities of professional preparation in physical education have and will continue to support district adoption, modification and refinement of these guidelines to district needs. District personnel often have limited time to devote to the implementation of these guidelines and are invited to discuss their concerns and seek assistance from any or all of the resources suggested above.

Sufficient Time

These guidelines are a planning guide for teachers. Although the material is not totally new to any physical education professional its theoretical base, underlying assumptions and selection of content may differ from the previous knowledge, belief, and values of some teachers. The guidelines are written to develop specific student outcomes; they are objective based not based on activities or mere exposure to activities. The orientation of the guidelines to developmentally appropriate objectives, and its requirement for sufficient time-on-task for each student may require subtle or massive changes in a teachers way of organizing, planning and performing or "doing" their lessons. Few teachers in any field come equipped to welcome change from their previous patterns. In addition, the complexity and isolation of the physical education setting often places further constraints on change in teacher patterns and orientation. Therefore, it will take substantial time and efforts in districts and in individual teachers to implement these guidelines.

In addition to the fact that the material in the guidelines may require some serious rethinking on the part of those who will be implementing them, sufficient time should also be emphasized due to the nature of curriculum. Curriculum guides are designed with scope and sequence. These curriculum guidelines are objective based at graded school levels. Guidelines which are designed this way are not implemented overnight. Physical educators have never had a text, nor agreed upon objectives; therefore, the transition process to specific student outcomes will take considerable time to implement. Districts should have the vision to sustain the implementation process as a long-term goal. Only then can the importance of the physical education program

in the child's total learning be seen as integral and effective. Patience and persistence at the goals must become the norm for all practioners and administrators.

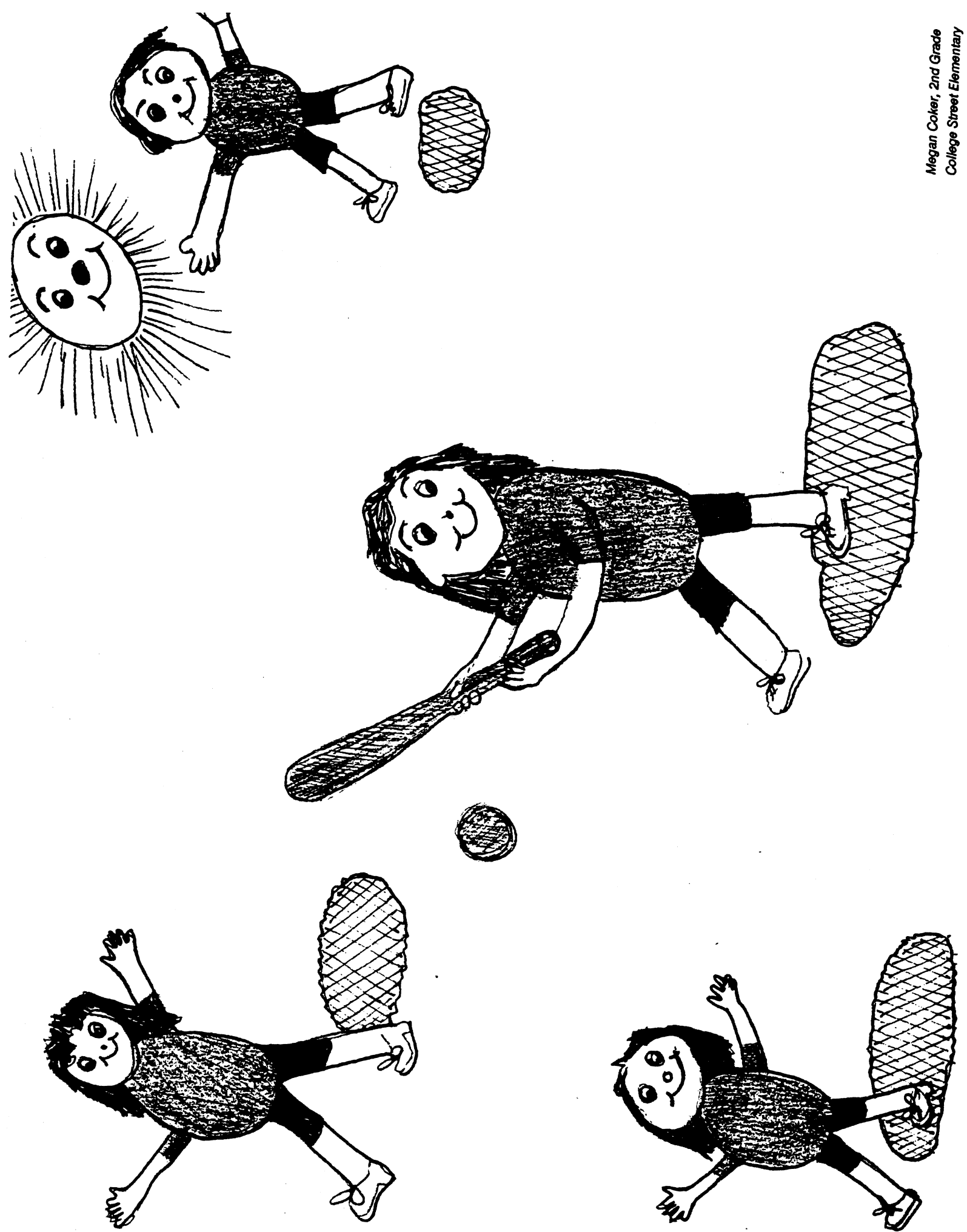
The importance of a sufficient time frame is particularly crucial for implementation of the elementary guidelines. Sequence is dependent on previous learning experiences. If students have not practiced and accomplished the objectives cited in the monitoring column they cannot proceed to new material. **Thus, to implement the entire elementary physical education curriculum guidelines would take nearly six years.** In addition, specific objectives may have to be modified because guidelines are always the "best judgement" of experts. There are so many variables in the school setting which can effect the attainment of specific student outcomes that modification is generally inevitable and will subsequently effect the scope and sequence of the curriculum guidelines.

Practioner Piloting and Adoption

A planning guide is exactly that, it is not a prescription to settle all the ills of physical education. It is never exactly an accurate reflection of how it can or should be done in a specific district. Districts are too different in personnel, time allocation, resources.

Some districts will begin by taking the list of competencies, projected for a two day per week program and decide which competencies are critical at which grade levels and reduce the number to what they feel is more manageable. Others will adapt only after they have tried then all. Still others will decide that a level of competency takes more lessons and should be given more emphasis. As teacher's gain competence they will spend more time on each objective. When they know less, they "cover" the curriculum but do not insure through assessment that 80-90% of the children have reached the student outcomes.

The guidelines were piloted only for short time periods, and until we have sufficient data over a number of years the specific outcomes will need to be considered as tentative. All of these variables will effect district implementation and must receive attention, direction and leadership from the central office. Only teachers who have honestly piloted materials can recommend needed changes. Planning guidelines can never be authoritarian law, local decision making and individual teacher decision making are vital to effective implementation of these curriculum guidelines.



RATIONALE FOR THE SELECTION OF CONTENT IN THE SOUTH CAROLINA ELEMENTARY PHYSICAL EDUCATION GUIDELINES

The elementary physical education program supplies the baseline in human movement fundamentals for children to develop into lifetime participants in exercise, gymnastic activity, dance, sport, and other recreational pursuits. This curriculum has been developed to enhance the probability that students will acquire an education **IN** movement, as well as, an education **THROUGH, ABOUT and FOR** movement.

In lessons properly planned and executed to develop motor skill competencies, the learner will also be educated **THROUGH** movement experiences: (a) to develop responsible social and emotional behaviors and responses to function as an independent learner (b) to develop a positive self esteem, (c) to achieve cooperative group goals and to appreciate differences in people and (d) to experience the joy, challenge, meaning and significance of movement. The learner will gain knowledge **ABOUT** human movement and the application of cognitive concepts underlying the art and science of movement while participating in a balanced physical education program of educational gymnastics, games and sports and dance. Students will learn the value **FOR** movement, based on the knowledge, skills and attitudes which will allow them to adopt healthy lifestyles and to improve fitness through personalized programs in the home, school and community.

These primary goals and objectives of a quality physical education program have been addressed philosophically through a developmental stage approach to the acquisition of motor skills. An approach which honors the difference in the rate of learning, while providing a coherent task progression and sequence to all learning activities. The selection of content for the elementary guidelines was based on the following:

Underlying Assumptions about Children & Learning & Movement

1. The individual child is the focus of all learning experiences.
2. Each child needs to have sufficient practice opportunities to learn motor skills.
3. Children learn in movement experiences as total human beings; the artificial separation of cognitive, affective, fitness and motor competencies is done for the sake of convenience and communication.
4. Children learn through a variety of movement experiences the movement concepts of body, space, effort and relationships and they learn to apply these concepts to move effectively, efficiently and expressively.
5. Children learn in a simple to complex progression.

6. The content of locomotion, body management, educational games, sports and dance provides sufficient depth and breadth to teach all the critical movement fundamentals that are a prerequisite to proceed to a secondary curriculum of selective activities that promotes lifetime participation in physical activities.
7. Children best learn affective, cognitive, and fitness competencies when these domains are integrated in the content of locomotion, body management, educational games, sport and dance.
8. Children can learn through both direct and indirect teaching methods.

Content selection, progression and format has been given careful attention in this curriculum guide. Yet, content selection and progression depend on many variables and should allow room for teacher modifications due to children's needs, facilities, equipment, and other constraining and enabling factors in the complex teaching environments of physical education.

The selection of content for the elementary program has been based on theoretical judgement mixed with practical experience. Thus, this content selection was based on a set of assumptions about the way children learn, our goals for a quality physical education program and the way in which each of the content areas can be justified in order to meet the demands placed on school systems and teachers to provide experiences that will create a physically educated child. Nearly all of the units were field-tested by South Carolina physical education teachers before the draft document was revised to produce this publication.

Locomotion was chosen because it encompasses all the basic movement patterns, and all movement activities require transporting the body. One extension and refinement of locomotion is body management or educational gymnastics. Body management or educational gymnastics which emphasizes body control more specifically in the upper body in addition to movement patterns that are more directly related to the lower body and legs. Another extension of locomotion often neglected in the elementary program is the educational dance area of movement. In educational dance, learners become more skillful, versatile and inventive by expanding movement skills in time, space, force and flow. This area also encourages creative thinking and personal expression.

A familiar area of content selection is the educational games and sport dimension. Although games and sport activities have a predominant influence and a strong cultural heritage, their value is not inherent in the activity itself. The skills of tracking, sending, receiving and striking are foundational patterns to games and sport activities, and are also basic to many lifetime activity pursuits. These skills merit a specific focus in the elementary curriculum.

The content was selected to provide the generic skills for movement activities for a lifetime. A specific rationale for the inclusion of each area will follow, however, each of the four content areas of locomotion, body management, educational games and sport and dance was selected for its capacity to encompass the curricular breadth (scope) to develop versatile, effective, efficient and expressive movers.

The theoretical understanding of movement portrayed throughout this document is based on two frameworks: (1) the B-S-E-R (Laban) Movement Framework and (2) the Developmental Games Stages Framework. (Rink, 1985). Both frameworks are presented in chart form to assist teachers in understanding how the content was developed and how it can be modified, adapted, assessed and evaluated. These charts are presented previously in the document as part of the theoretical framework for the entire guidelines and shown on pages 11 and 12

The material in these elementary guidelines is provided to assist teachers in planning to meet specific objectives. There are a variety of alternative ways in which the content and methods could be structured to reach the same objectives. Teachers who wish to investigate additional ideas for developing the content to teach to the objectives may find the following resources helpful.

RESOURCE LIST

General Sources for Locomotion, Body Management, Educational Games & Dance.

Logsdon, B. et al. *Physical Education Teaching Units for Program Development (K-3)-(4-6)*. Philadelphia, Pa.: Lea and Febiger, 1986.

Logsdon, B. et al. *Physical Education for Children: A focus on the teaching-learning process*. Phila. Pa. 1984.

Siedentop, D. et al. *Elementary Physical Education Methods*, Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1984.

Body Management/Educational Gymnastics

Carroll, N. & Garner, D. *Gymnastics 7-11: A lesson by lesson approach*. London & N.Y.: The Falmer Press, 1984.

Mauldon, E. and Layson, J. *Teaching Gymnastics*, 2nd ed. London: Macdonald and Evans, 1979.

Williams, J. *Themes for Educational Gymnastics*, 2nd ed. London: Lepus Books, 1979.

Educational Games & Sports

Mauldon, E. & Redfern, H. *Games Teaching*. London: Macdonald and Evans, 1981.

Morris, G. *How to change the Games Children Play*. Minn. Mn: Burgess Publishing Co., 1976.

Thorpe, R., Bunker, D. & Almond, L. *Rethinking Games Teaching: An approach for the Primary School*. Dept. of Physical Education and Sport Science, University of Technology, Loughborough, England, 1986.

Educational Dance & Rhythms

Boorman, J. *Dance and Language Experience for Children*. Don Mills, Ontario: Longman Press, 1973.

Joyce, M. *First Steps in Teaching Creative Dance*, Ca: Mayfield Publications, 1980.

Stinson, S. *Dance for Young Children: Finding the Magic in Movement*. AAHPERD, 1980.

LOCOMOTION

The ability to move on the feet is a basic movement ability critical to everyday living as well as sport skill development. It is often neglected in our rush to get students to more advanced skills.

Several major developmental concepts guide the development of this material. The first concept is the idea that all students will not be ready at the same time to show mature patterns in a basic locomotor skill, and therefore work needs to be left open to allow all students to be successful with a learning experience. Within this material there are times when the instructor is asked to teach directly for a movement pattern if the learners have not yet developed the pattern. These times have been carefully selected to represent a time at which almost all students should have had sufficient opportunities and previous experiences to have mastered the movement pattern.

A second major concept in the material is one of versatility in the use of a movement pattern. Once a movement pattern is developed it should be practiced so that the learner can vary the movement elements of space, time, energy, force and flow. For instance, a good skipper is one who can change the direction of the skip, skip high and low, use small steps and big steps, light and heavy steps, etc. Learning experiences are often provided to encourage the learner to produce maximum force with a pattern. Even though many situations do not require maximum force, the pattern is more fully developed when the learner is required to do this. The idea of developing versatility of a locomotor pattern is critical to the learners ability to use the pattern in a variety of appropriate situations.

The third major idea in the development of this material is the idea that once a pattern is developed it should be combined with other patterns into sequences of actions on the feet. Although children of very young ages can hop, or gallop, or jump, sequencing these actions into smooth patterns without breaks and pause in the action requires abilities that many learners well into the upper elementary have not developed. Failure to perform many advanced sport skills such as the volleyball spike, lay up in basketball and tennis skills can be attributed to the learners inability to sequence the locomotor skills involved in these more advanced skills.

The teacher is encouraged to use the material flexibly. What is important are the concepts addressed above regarding (a) individual developmental rate of learning movement patterns, (b) versatility in movement patterns, (c) sequencing of movement patterns. The specific learning experiences the teacher uses are not as important as the objectives. There are many ways to get to the objectives. It is suggested that work on locomotion be a large part of the kindergarten program, particularly at the beginning of the year. Entire lessons do not have to be devoted to locomotion. It is important to return to these ideas frequently throughout the year for all primary learners.

You will find that the word jump is used in this material in a much more generic sense than just a two foot to two foot jump forward. Jump is used to imply elevation which includes one foot to the same foot, one foot to a different foot, two feet to one foot, one foot to two feet, as well as two feet to two feet. All of these jumping patterns which produce elevation may not have specific names, but each is important in the development of locomotion skills.

BODY MANAGEMENT

The term body management is used here to refer to the area of work most teachers associate with gymnastics. There is an important difference in the goals of these two curricular areas. The major goal of the body management materials is to help the learner manage the weight of their body; whereas a major goal of gymnastics programs tends to be performance of very separate gymnastics tricks or skills leading to the sport of gymnastics. The difference between the two approaches can best be seen with the example of the idea of rolling in both programs. In a more traditional approach to gymnastics the learner is taught to do a forward roll, backward roll, straddle roll, etc.. Most of the time these skills are performed from a standing position to a standing position on two feet. In body management the concept of rolling is approached from the perspective that what is important is the idea that the learner can roll from any positions into any position. A person skilled at rolling can roll from off balance positions, at any height, and can roll into other positions and on and off equipment etc.. The types of learning experiences provided when versatility is the goal are different and the teacher may find themselves uncomfortable at first with the newer direction.

The learning environment for the body management part of the curriculum requires that the teacher develop self-management skills. Learners must be able to work independently and safely. Safety for body management means that the learner places body parts on the floor and does not throw them to the ground when they are initiating a movement and absorbs the force of a movement in control when landing. Crashing is NEVER allowed. A lot of these beginning skills are developed in the locomotion unit of the guide. **THE TEACHER IS ENCOURAGED TO TEACH THE LOCOMOTION UNIT BEFORE THE BODY MANAGEMENT UNIT.** Learners must be able to land softly on their feet and work for control using their feet before they are placed in situations taking weight on other parts of their bodies.

The material must be developed into lessons by the teacher. In some cases, one learning experience may take several lessons. In other cases, several learning experiences from different objectives may be used in one lesson. Lessons are better organized if concepts are introduced with floor work first and then applied to apparatus work. Generally speaking, most ideas will be developed first with small apparatus and then larger apparatus. The arrangement of equipment plays a major role in the potential of that equipment to support the learning experience. The teacher is encouraged to think about how to put combinations of equipment together to provide the most opportunity to support what the learner is being asked to do.

Learning experiences are left open to permit learners of different ability levels to be successful. This does not mean that anything the learner does is acceptable. The movement must meet the requirements of the task. If the learning experience asks the learner to balance on three parts of their body some students may do a headstand or some may balance using two hands and one foot. All learners should be expected to hold their movement still, show good extension and come out of their balance in a controlled way.

EDUCATIONAL GAMES AND SPORTS

When used appropriately, games and sport activities have a powerful and positive educational value in the elementary physical education program. Due to our cultural heritage, most elementary children arrive at school with an expectation and an orientation toward game participation. Our task as elementary physical educators, therefore, is to use this inherent motivation and interest in ways that are educationally sound.

Games and sports, by themselves, have no innate value. They are the means through which skills, knowledges and attitudes are practiced and developed. When games and sports are misused, the positive development of skills, knowledges and attitudes ceases, and the young participant is the loser.

It was with a great deal of thought and planning that the term "educational sport" was used as a heading for this section of the curriculum. The "educational" label indicates to all of us that the appropriate role and use of sport and games must be maintained. This label also indicates a recognition of the developmental aspects of sport and game play. In implementing this curriculum, the teacher must continually assess and consider the following developmental concepts in designing the learning environment.

Equipment. Equipment should be appropriate to the size of the learner and the task to be performed; note the specific recommendations concerning the size of balls or implements in the column headed "teach to the objective" within this document.

Group Size. The most appropriate group size for the very young child is one. Each child works alone in a group of children. Gradually the child develops the ability to maintain focus on the task and interact with more participants at the same time, but this number in most cases should not exceed a group of five or six children throughout the elementary years. This indicates that there will need to be several small game settings going on at one time and frequent adaptation of games that traditionally call for a larger number of participants.

Complexity of Setting. There are many factors which determine the complexity of a setting. The number and purpose of the rules, the number of participants, the identification of roles, the system of scoring and the identified purpose of the game are all factors which contribute to the ultimate complexity of the activity. These factors must be controlled and added only as the learners are prepared to handle them in a truly constructive and successful manner.

Competition. One of the complexities of the games and sport environment is competition. Each teacher must be aware of its developmental nature and see that competition is used carefully and progressively (from cooperation to modified competition). The factors of cooperative and competitive play are identified throughout the column on "teach to the objective" within this document.

Motor Development. The goal of developing movement skills in the primary grades is the acquisition of broad, generalizable skills which the learner can use in a variety of settings. It is only in the upper elementary grades that these skills are identified and practiced in a functional way for a specific sport application. This is seen as the learner begins by practicing striking with a variety of implements, then later begins to be led through a more specific functional use of striking as the skills are applied in racket and batting sports. It is important that every child develop versatility in the use of manipulative skills before being asked to focus on the refinement of only a few skills.

Several of the preceeding developmental considerations can be accomodated by following the task progression suggested under the column entitled "En Route Learnings" in this curriculum document. These task progressions are based in the Developmental Games Stages Framework (Rink, 1985) and presented as a generic process for developing task progression within the content of this document. This Developmental Games Framework has also been outlined in a staff development videotape produced by the South Carolina Department of Education entitled , *The Games Program in Physical Education*. The videotape is available in most school districts.

The four stages of the development games framework are useful for teachers who are planning and implementing the games and sports content in this document. A synopsis of the framework has been depicted in chart form preceeding this elucidation on the rationale for the inclusion of games and sports in the elementary curriculum. All of the learning experiences in educational games and sports have attempted to follow this progression. If the teacher chooses to adapt or modify the content of these curriculum guidelines it can be done consistently by adhering to the developmental stage framework and the Laban movement framework. These two conceptual frameworks have provided the basis for the curriculum writers to develop appropriate content and task progression in this document.

EDUCATIONAL DANCE

Movement is the source of all dance. The body is the instrument. Yet, dance is an art. Dance is a medium of expression and communication. It is the bridge between movement as science and movement as art. As an expressive entity of creative movement and a means to transmit the cultural heritage, dance is vital to the development of the total individual. All of the arts provide ways in which person's can bring shape and order to their fragmented and rapidly changing world, but dance provides a primary medium for expression involving the total self through the use of the body as instrument.

In these guidelines dance is the content area that expands the learner's understanding and experiential knowledge of the movement elements of the body in time through space with energy. The framework for movement analysis that underlies the developmental task progression to attaining movement competence in dance is the B-S-E-R Movement Framework (An adaptation of the Laban Movement Framework). The framework was originally derived from studying the content of movement in dance. It has been extensively used to develop movement lessons which create skillful and versatile movement patterns in all of the content areas of physical education. The framework provides a basis for understanding the movement elements of (a) body (b) space (c) effort and (d) relationships. A synopsis of the framework has been presented previously in this document.

The dance outcomes in these guidelines will not only promote skillful and versatile movement patterns, but will enhance the creative and aesthetic dimensions of movement. The objectives of the elementary dance program are:

Realize their biological urges to experience primal patterns of movement.

Develop an adequate degree of satisfaction in and mastery of their body movements for their own pleasure, confidence and self-esteem.

Greatly Expand their movement resources by offering them many opportunities to explore, discover, invent, and develop different ways of moving.

Increase their aesthetic sensitivity by emphasizing the expressive and imaginative potential of their movements.

Develop their appreciation of dance as art, by relating it to appropriate experiences in music, literature, and painting.

Relate their movement effectively to accompanying sounds to music.

Participate with others in recreational folk and ethnic dances by learning traditional dance steps and understanding different cultures.

Make and perform dances for themselves and others.

The scope and sequence of the learning experiences in these guidelines for dance education parallels the goals and objectives in The South Carolina Framework for the Arts in Dance Education and the National Dance Association's publication on Curricula Guidelines K-12. In these theoretical frameworks the content of dance is conceptualized in four major components: (1) **Aesthetic Perception** which includes the body as instrument and the Laban movement elements of space, time, effort and relationships, (2) **The Creative Process** which includes experiences in developing expression and communication in original dance sequences (3) **Social-Cultural Heritage** which includes the universal dimensions of dance and (4) **Aesthetic Valuing** or principles of all art forms. In the South Carolina Physical Education Guidelines all of the above components are addressed. The movement elements of body, space, effort and relationship and the creative process form the basis of the motor skill competencies; whereas the social cultural heritage and the aesthetic valuing dimensions are listed in the cognitive and/or affective competencies and are to be integrated into the teaching of movement skills competencies in the variety of learning experiences listed at each grade level.

The following guidelines are basic to dance development for students in both their elementary and secondary years and when adapted to age level should form the major part of the dance curriculum. It is upon the success of these experiences, especially the first four, that satisfactory and satisfying dance learnings depend.

Experiencing Movement Elements-

Experiences evolving from the use of the movement elements of space, time, force and flow and the development of an awareness of structuring dance sequences and designing body shapes.

Providing for Exploration-

Exploration, improvisation, investigation and invention using dance ideas evolving from experiences with the movement elements and from imagery and literary sources, props and forms of musical accompaniment.

Relating to Rhythm-

Experiences with movement which help to synchronize it with musical structure, such a pulse, accent, phrasing; the development of sensitivity to the quality of musical sound and the ability to relate to them in many different ways.

Experimenting with Basic Movements-

Experiences with basic locomotor and nonlocomotor movements; making combinations of these movements; discovering and learning traditional dance steps.

Making Dances-

The organizing of movement into dances of various complexities.

Relating to Curriculum-

The relating of dance movement to other curriculum experiences such as art, music, science, social studies and language arts wherever and whenever appropriate.

Singing Movement Songs-

Inclusion in the comprehensive dance curriculum of "learned" dances which help to motivate movement in early childhood, such as action or movement songs, singing, games, or song dances.

Using Folk Dances-

Opportunity for quick learning and dancing with satisfaction of traditional folk dances if based on earlier learnings.

Increasing Physical Power and Fitness-

Experiences with movement, arrived at through exploration, which can be used to increase body strength, flexibility and precision.

Relating to the Present Culture-

Experiences in ethnic and popular "fad" dance patterns.

Performing for Others-

Opportunities for performing dances for schoolmates other than regular classmates and possibly for outsiders, such as parents.

PHYSICAL FITNESS: A SHARED RESPONSIBILITY OF THE SCHOOL HOME AND COMMUNITY

The need for fitness in the children of our nation has never been as evident. Over the last ten years evidence has been accumulating that verifies the need for the promotion of wellness through healthy lifestyles. In other words we have now identified at least seven factors associated with the promotion of individual health. Most of these factors are a matter of choice by the individual. WE can adopt healthy lifestyles. We can participate in regular exercise. The choice is ours.

What are the benefits of physical fitness?

Research in a variety of fields clearly demonstrates that regular vigorous exercise, from early childhood throughout life, is a significant factor in maintaining health and enriching the quality of life. Physical activity is known to be necessary for the normal growth and development of children and youth. Regular exercise is now recognized by the medical profession as one of the most important factors in the prevention of cardiovascular disorders which claim more lives each year than any other form of illness. (Note that South Carolina leads the nation in incidence of heart attacks annually.) Systematic exercise has also been shown to have important therapeutic effects; it helps relieve tension, promotes relaxation, and aids in the reduction of stress. . .all of which are important to healthful living.

Recent research has shown that degenerative diseases begin in early childhood. There is increasing evidence in children of high blood cholesterol, high blood pressure, obesity and other conditions associated with heart disease, stroke and other disorders (Kaercher, 1981). Available research overwhelmingly suggests that regular physical activity, begun in childhood, may help prevent the onset of such degenerative diseases. The importance of physical activity in meeting the young child's physical growth and fitness needs is well-documented (Hansen, 1974). Physical activity increases fitness, improves muscle tone, aids respiration and circulation, benefits digestion, promotes rehabilitation after illness and surgery, and stimulates optimal growth and motor development. Exercise is also a valuable adjunct to dietary control and aids in the prevention and treatment of obesity through its positive effects on energy expenditure and energy balance (Fentem and Bassey, 1982). Studies clearly indicate that children in free play settings do not engage in physical activity that is vigorous enough to produce these physical and health-related benefits (Reiff, 1977). Furthermore, children and adolescents who are physically active tend to become active adults who are twice as active as those who have had limited exposure to or participation in physical activity in childhood. Last but not least, children who are physically active tend to have better health and miss fewer days of schools. These physical benefits of physical activity are sufficient reason for supporting sound physical education programs.

A sound physical education program alone cannot produce physical fitness benefits for all children. Physical fitness requires that exercise have frequency, intensity and duration. These factors cannot be adequately accomplished in local districts which adhere to only the defined minimum standards of the state. The physical education program can teach students about the need for fitness and how to become fit, and it can provide some of the needed exercise for a child to become physically fit, but it cannot provide all of it. For sufficient physical fitness training effects to occur, students need vigorous exercise at least every other day. Thus, the role of the home is crucial in advocating and insuring that each child participates actively in activities at home, with the family and in the community.

What is the status of children's fitness?

Two National studies have been conducted during this decade to assess fitness in children. The National Children and Youth Fitness Studies I and II have been conducted with 10-17 year olds and 5-9 year olds respectively. These assessments have provided baseline data for the goals of meeting the 1990 Health Objectives of the Nation.

The changes in fitness assessment have made comparisons with previous years difficult. Earlier assessments items measured skill performance in addition to health related fitness. Current assessments do indicate that our sedentary lifestyles, fast food conveniences, TV addictions and stressful lifestyles are precursors of the onset of degenerative diseases. Children in the nation and in South Carolina may be improving in some test scores but there is no corresponding improvement in their fitness. In fact, children of today have less respiratory endurance and cardiovascular health, are fatter and show increased cholesterol levels compared to previous years.. All of these factors evidence the fact that children's health and fitness requires the joint efforts of all whose lives impact on the activity patterns of children.

How is fitness improved?

Fitness, like all basic skills, and many other activities of human beings, is acquired by doing it. .by participating regularly in vigorous activities that require cardiovascular endurance, strength, flexibility, muscular endurance and sufficient activity to modify and aid in weight control.

Cardiovascular fitness, the fitness most related to the early onset of heart disease, is improved by large muscle movements which are done with considerable frequency, intensity and duration. Activities which are generally considered to foster this area of fitness are activities such as jogging, running, bicycling, swimming, aerobic exercise or dance activities, and brisk walking. Many other activities will also suffice if done with enough duration or intensity. A minimum individual design for improvement of fitness requires 20-30 minutes of physical activity at least every other day at 60% above one's resting heart rate. This plan must be continuous throughout one's life, because fitness is not something you achieve and keep, it is lost in three to six weeks if not continued. Heart health fitness is one of the most difficult objectives to achieve in our South Carolina physical education settings since children spend too little time in physical education classes and are not seen that frequently. Fitness objectives are often accomplished as a by-product of learning motor skills. Thus, by becoming successful at a motor skill the student will enjoy participating, and will become more fit and continue to participate throughout their lives. People will tend to participate in activities in which they feel successful. Fitness is a worthy goal which can accomplished both directly by training and indirectly by developing skillful motor patterns and enjoying games, gymnastic and dance activities. Enjoyment can lead to regular participation. The home and the community environment can increment fitness levels in children by providing motivational and programmatic opportunities which supplement the basic school physical education program. The same collaborative efforts are needed to insure the body-leanness category of fitness. One sound nutritional meal at school impacts only slightly on home nutrition patterns; the same is true for the provision of vigorous daily exercise. Weight control and exercise are lifestyle patterns that need the supplemental help of parents if the goals of physical fitness are to be achieved in our state and nation.

How can school, home and community efforts share the responsibility of achieving fitness goals for our youth?

The Physical Education Program can:

1. Provide a well planned, balanced curriculum.
2. Provide adequate time in activities with adequate space, equipment and optimum number of students.
3. Be appropriately scheduled to insure the state minimum standards are allocated and additional time when possible.
4. Be scheduled to provide age appropriate equal time blocks for the total instructional time.
(For example, if students were scheduled for 90 minutes per week, K-3 classes would meet 3 times per week for 30 minutes, whereas grades 4-6 would be allocated 2 class periods of 45 minutes each.)
5. Insure that district fitness assessments are done on an appropriate schedule and that interpretations and longitudinal records for each student were monitored and shared with parents and the community.
6. Provide intervention activities for children whose fitness scores are extremely poor.

The Total School Program can:

1. Extend classroom teacher time allocation to physical activities, e.g., the exercise break
2. Provide P.E.R.K. (Physical Activity Revives Kids) programs or school wide activity programs.
3. Provide Incentive programs such as: (a) Walk/run fitness miles at recess (b) intraclass fitness competitions, (e.g. Which class can become the most fit fourth grade class?)
4. Run/Jump/ Aerobic Dance with the Principal
5. Jump Rope for Heart
6. Intramurals before or after school
7. Fitness Trails/Nature Trails on school grounds (participation awards)
e.g., Do 90% of the students in any class use the fitness trail regularly?
8. Monthly Family Fitness Fun Days.

What schools cannot do alone

1. Supply all the physical activity needs of the elementary age child.
2. Insure that all children reach minimum fitness levels.

Home and Family support can:

1. Work with the child on identified areas of health related fitness.
2. Devise family fitness workouts.
3. Walk and talk with their child.
4. Take or car pool children to community and school programs.

Community support can:

1. Offer a great variety of children's activities that are both cooperative and competitive.
2. Provide transportation for children directly from schools.
3. Use school facilities when possible, and plan at convenient times.
4. Do not overload children's schedules with three practice/game periods per week until it is age appropriate.
5. Keep fees minimal, obtain PTA/Lions scholarships and use sliding fees.

Conclusions:

These are only a few of the ways that the school, home-family and community can collaborate. A representative group of school, home, and community members could undoubtedly brainstorm many more alternatives. Sharing the goal of improved health, wellbeing and fitness for our youth can improve the lifestyles of everyone.

ELEMENTARY YEARLY BLOCK PLAN

The purpose of a curriculum block plan is to provide an instructional guide. On the following pages one sample of the yearly sequencing of objectives in the elementary physical education program is illustrated. There are many ways that the yearly objectives can be sequenced logically and retain a sense of the whole program. The block plan should be established as a planning guide. It should also remain flexible to short term (weekly/unit) program needs. Effective block plans are developed over time. Teachers will modify each year until the plan provides a consistent curriculum framework. The enclosed block plan is the first step in organizing the state curriculum material into a yearly course of study. The following are considerations that were used to organize this block plan:

CONSIDERATIONS

1. Kindergarten, first and second grade were jointly considered so that similar type objectives would be taught at the same time. The same was true for third, fourth, fifth and sixth. When possible, all grade levels were considered jointly in terms of managing similar types of equipment.
2. Sequencing of the objectives was based on student readiness first, and then the time of the year (weather considerations) second.
3. In some school districts, larger equipment or gymnastics equipment is shared between schools and is only available for a certain number of weeks per year. In this block plan equipment was allotted for six weeks (weeks #24-30). Mats (only) were available for two six weeks periods (weeks #7-12 and #24-30). Body management was planned for the two six week periods when a large quantity of mats was available from the district office
4. Yearly block plans need to be developed well in advance of the opening of the school year, preferably in the spring of the preceeding school year so that equipment, facilities, and weather conditions do not supercede the planning and implementing of the goals and objectives of the quality physical education program.

YEARLY BLOCK PLAN: KINDERGARTEN

(Meet only one class period each week)

Week # Locomotion and Throwing

- 1 L.K.1, L.K.2, L.K.3a, L.K.3b
- 2 L.K.3c, G.K.3
- 3 L.K.3c, L.K.3A
- 4 L.K.4, G.K.4
- 5 L.K.3abc, G.K.4
- 6 Refine and Assess

Refine Locomotion & Body Management

- 7 BM.K.1
- 8 BM.K.2
- 9 BM.K.2
- 10 BM.K.3
- 11 BM.K.3
- 12 Refine and Assess

Games, Dribble Feet, Kicking, Rolling

- 13 G.K.1
- 14 G.K.1
- 15 G.K.2
- 16 G.K.2
- 17 G.K.3
- 18 Refine and Assess

Week # Locomotion & Tossing/Throwing

- 19 L.K.4, G.K.4
- 20 L.K.5a, G.K.4
- 21 L.K.5a, G.K.5
- 22 L.K.5b, G.K.5
- 23 L.K.5b, G.K.5
- 24 Refine Locomotion and Assess

Body Management

- 25 BM.K.4
- 26 BM.K.5
- 27 BM.K.6
- 28 BM.K.7
- 29 BM.K.8
- 30 BM.K.9

Games-Tossing, Overhead Throw

- 31 G.K.8 Receive a roll
- 32 G.K.9 Ball catch w/two hands
- 33 G.K.10
- 34 G.K.11 Striking
- 35 G.K.12
- 36 Refine

YEARLY BLOCK PLAN: FIRST GRADE

Week # Locomotion, Dance, Tossing

- 1 L.1.1, L.1.2, L.1.3, L.1.4
- 2 L.1.5, G.1.5
- 3 D.1.1, G.1.5
- 4 D.1.2, D.1.3, G.1.6
- 5 D.1.4, G.1.6
- 6 Review/Assess/Refine

Body Management, Dance

- 7 D.1.5
- 8 D.1.6
- 9 BM.1.1, BM.1.2
- 10 BM.1.3, BM.1.4
- 11 BM.1.5
- 12 Review/Assess/Refine
- 13 G.1.1, G.1.2
- 14 G.1.3, G.1.4
- 15 G.1.5, G.1.6
- 16 G.1.7, G.1.10
- 17 G.1.9
- 18 Review/Assess/Refine

Week # Games-Striking w/Body Parts, Dribble w/hands , Striking w/implements

- 19 G.1.9, G.1.8
- 20 G.1.1.4
- 21 G.1.1.3
- 22 G.1.1.5
- 23 G.1.1.6
- 24 Review/Assess/Refine Body Management

Locomotion

- 25 L.1.5, BM.1.1, BM.1.2
- 26 L.1.6, BM.1.3, BM.1.4
- 27 BM.1.5
- 28 BM.1.9
- 29 BM.1.10
- 30 Review/Assess/Refine
- 31 L.1.5, L.1.6, G.1.2
- 32 L.1.5, L.1.6, L.1.9, G.1.11
- 33 L.1.5, L.1.6, G.1.12
- 34 L.1.5, L.1.6, G.1.16
- 35 Makeup
- 36 Review/Assess/Refine

YEARLY BLOCK PLAN: SECOND GRADE

Week # Locomotion, Tossing, Dance

- 1 L.2.1cbd
- 2 L.2.1aee, G.2.5
- 3 L.2.2, G.2.5
- 4 D.2.1, G.2.7
- 5 D.2.2, G.2.7
- 6 Review/Assess/Refine

Dance & Body Management

- 7 D.2.3, D.2.4
- 8 D.2.3, D.2.4
- 9 B.M.2.1, BM.2.2
- 10 BM.2.3
- 11 BM.2.5, BM.2.6
- 12 Review/Assess/Refine

Games-Dribbling w/feet

Kicking, Tossing & Throwing, Catching

- 13 G.2.1
- 14 G.2.2
- 15 G.2.3
- 16 G.2.4
- 17 G.2.9
- 18 Review/Assess/Refine

Week # Games-Striking, Dribbling w/Hands

- 19 G.2.5
- 20 G.2.7, G.2.6
- 21 G.2.10, G.2.11
- 22 G.2.11, G.2.12
- 23 G.2.13
- 24 Review/Assess/Refine

Body Management & Locomotion

- 25 BM.2.1, L.2.1
- 26 BM.2.2, BM.2.3
- 27 BM.2.4, BM.2.5
- 28 BM.2.6
- 29 BM.2.7
- 30 Review/Assess/Refine

Games & Dance

- 31 G.2.1.4
- 32 G.2.1.4
- 33 D.2.5
- 34 D.2.6
- 35 Makeup
- 36 Review/Assess/Refine

YEARLY BLOCK PLAN: THIRD GRADE

Week # Games-Tossing/Throwing

1 G.3.2, G.3.1, G.3.6
 2 G.3.2, G.3.3
 3 G.3.4, G.3.5
 4 G.3.7
 5 G.3.7
 6 Review/Assess/Refine

7 D.3.1, D.3.2
 8 D.3.2, D.3.3
 9 B.M.3.1., B.M.3.4.
 10 B.M.3.3., B.M.3.4.
 11 B.M.3.5., B.M.3.6.
 12 Review/Assess/Refine

Games-Striking

13 G.3.8
 14 G.3.9
 15 G.3.10
 16 G.3.10, G.3.11
 17 G.3.11
 18 Review/Assess/Refine

Week

19 G.3.1.6 ab
 20 G.2.1.6 abc
 21 G.3.1. abcd
 22 G.3.1.6 abcde
 23 G.3.1.7
 24 Review/Assess/Refine

Body Management

25 B.M.3.1.
 26 B.M.3.2.
 27 B.M.3.3., B.M.3.4.
 28 B.M.3.5.
 29 B.M.3.6.
 30 Review/Assess/Refine

Games-Dance

31 G.3.1.2
 32 G.3.1.3
 33 D.3.4, D.3.5
 34 D.3.5, D.3.6
 35 D.3.7, D.3.8
 36 Review/Assess/Refine

YEARLY BLOCK PLAN: FOURTH GRADE

Week # Games-Tossing, Catching

- 1 G.4.3
- 2 G.4.1, G.4.5
- 3 G.4.6
- 4 G.4.2, G.4.7
- 5 G.4.4
- 6 Review/Assess/Refine

Dance-Body Management

- 7 D.4.1, D.4.2
- 8 D.4.3
- 9 BM.4.1
- 10 BM.4.2
- 11 BM.4.3
- 12 Review/Assess/Refine

Soccer, Catching, Striking w/Implements

- 13 G.4.15, G.4.16
- 14 G.4.16, G.4.17
- 15 G.4.8
- 16 G.4.9
- 17 G.4.10
- 18 Review/Assess/Refine

Week

- 19 G.4.18
- 20 G.4.11, G.4.11.3
- 21 G.4.11, G.4.13
- 22 G.4.12, G.4.14
- 23 G.4.12, G.4.14
- 24 Review/Assess/Refine

Body Management

- 25 BM.4.2
- 26 BM.4.3
- 27 BM.4.4
- 28 BM.4.5
- 29 BM.4.6
- 30 Review/Assess/Refine

- 31 D.4.4, D.4.5
- 32 D.4.5, D.4.6
- 33 D.4.7., D.4.8.
- 34 D.4.8, D.4.9
- 35 D.4.9, D.4.10
- 36 Review/Assess/Refine